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May 9, 2016

Lauryn Wild, Chair
Instructional Quality Commission
California Department of Education
1403 N Street
Sacramento, CA 95814

Re: History-Social Science Curriculum Framework: Errors in Jewish History

Dear Chair Wild,

I understand that the proposed History-Social Sciences Curriculum Framework (Framework) is in the last phase of approval and has been re-referred to the Instructional Quality Commission (IQC) for review. Unfortunately, it has come to my attention that several inaccuracies and critical omissions have been identified in the proposed Framework regarding the history of the Jewish people and Israel. Accordingly, I respectfully request that the IQC address and correct the errors identified in this correspondence and provide an explanation for those it chooses not to correct.

Specifically, I am concerned with the tenth grade lesson in the Framework on the history of the modern world. The characterization of the Holocaust as merely a symptom of war and its suggestion that “it is important for teachers to get beyond moral reactions” shows a wholly inappropriate dismissal of the horrific crimes of Nazi Germany committed against Jews and many other groups. Genocide is a moral problem. More than anything, morality is extremely relevant and applicable to the study of the Holocaust.

The Framework minimizes genocide by instructing teachers to “emphasize how in wartime, ordinary people do terrible things.” By down-playing the gravity of the actions that led to the Holocaust, we diminish the amazing acts of bravery by some Germans who refused to be complicit in the horrendous crimes of the Nazis. People like Oskar Schindler, Albert Battel, and the 587 Germans made a moral decision to follow their conscience regardless of the consequences. These individuals were recognized by Yad Vashem as *Righteous Among the Nations*, an honor bestowed on courageous people who risked their lives to save Jews from extermination. The framework should prepare teachers to guide their students through processing the enormity of the Holocaust, facilitate thoughtful reactions, and allow students room to process their own moral judgments about this terrible moment in history. After all, the Holocaust mantra is “never forget” so that history is not repeated.

Proudly representing the cities and communities of San Diego, Del Mar, Solana Beach, and Coronado

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In other sections of the Framework, the Jewish perspective is inexplicably omitted from the lessons and sources on historical events that directly involved the State of Israel. “The Cold War, Lesson #2: Decolonization” fails to include the State of Israel as a party of interest in the mock conference on the Suez Crisis. An exercise on the interaction of nations during a crisis should not exclude one of the main actors. Additionally, the primary source documents presented in the Framework on the decolonization of the Mandate of Palestine omits crucial primary source documents and agreements that impacted the territorial changes of the Middle East. Documents like the “Balfour Declaration (1917)” “Sykes-Picot Agreement (1916)”, “Article 22 of the Covenant of the League of Nations (1919)”, the “San Remo Resolution (1920)”, and other similar sources ought to be included in the coverage of decolonization in the Mandate of Palestine.

In Chapter Eleven of the seventh grade topic on the Jewish Diaspora (pages 246-247, line 287-291) it refers to the land where the Jews were exiled from as “Palestine.” In fact, the land was called “Judea” during this period and not “Palestine.” The sixth grade discussion on Ancient Israel (page 203, lines 609-611) applies the word “probably” to dates of Israelite Kings Saul, David, and Solomon. The use of the word “probably” is inconsistent with terminology used to describe ancient time periods, and is seen as dismissive. Finally, in the same sixth grade section, the topic of Ancient Israel is omitted from the Introduction’s overview list (page 6, lines 121-128).

Our students need to be presented with all of the facts and points-of-view as they study the development of our history. In this way, we hope to instill the ability to think critically about the different forces that have shaped our present world.

A detailed outline of these and other issues is attached to this letter for your consideration. I request that you consider and address the errors and omissions that have been identified in this letter and by the Institute for Curriculum Services.

Thank you for your consideration of this important matter. Please feel free to contact me at (916) 651-4039 should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Marty Block", with a long horizontal flourish extending to the right.

MARTY BLOCK
Senator, 39th District

Cc: IQC Members
State Board of Education Members

Attachment

The following attachment contains comments submitted by the Institute of Curriculum Services (ICS) highlighting the problematic portions of the History-Social Science Framework relating to the history of the Jewish people and Israel. The information is compiled from the public comments submitted to the Instructional Quality Commission during the second field review (December 17, 2015 to February 29, 2016). Other public comments not related to Jewish history are excluded.

History–Social Science Framework, Second Field Review Comments (December 17, 2015 Draft)

This table is a summary list of public comments received during the second field review (December 17, 2015, through February 29, 2016). All comments were provided to Commissioners in their original form without editing. Very lengthy comments that did not include specific suggested line edits are only referenced here.

The comment numbering system has been reset with new comments beginning at #2001. The comments appear in chapter order, with general comments listed first followed by suggestions specific to the text. Where possible, specific suggested line edits have each been given their own entry in the table.

The “CDE Notes” column includes brief clarifying statements where appropriate, including whether comments were submitted to the Instructional Quality Commission previously. The final column contains recommendations from the California History–Social Science Project, which was responsible for developing both the current and previous drafts of the framework.

KEY (final column):

YES = ACCEPT EDIT AS SUGGESTED

YES, BUT = ACCEPT EDIT WITH CHANGES, LANGUAGE IS SPECIFIED IN BOX

NO = NOT RECOMMENDED

NSER = NO SPECIFIC EDIT REQUESTED; NO SPECIFIC LANGUAGE REQUESTED, NOTHING TO RESPOND TO

Comment #	Chapter	Source	Comments	CDE Notes	CHSSP Recommendation
2035	1	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 6, lines 122-125:</p> <p>Current text: "In the middle grades students begin their study of the global past with consideration of the ancient world, from hunter-gatherer societies to the earliest civilizations in Mesopotamia, Egypt, China, and India. Their learning extends into subsequent civilizations such as the ancient Greeks and Romans."</p> <p>First suggested change: "In the middle grades students begin their study of the global past with consideration of the ancient world, from hunter-gatherer societies to the earliest civilizations in Mesopotamia, Egypt, ancient Israel, China, and India. Their learning extends into subsequent civilizations such as the ancient Greeks and Romans."</p> <p>Alternative suggested change: "In the middle grades students begin their study of the global past with consideration of the ancient world, from hunter-gatherer societies to the earliest civilizations in Mesopotamia, Egypt, China, and India. Their learning extends into subsequent civilizations such as the ancient Israelites, Greeks, and Romans."</p>	This group suggested two alternative changes for the same passage.	No
2070	3 (Gr. K)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 40, lines 29-32:</p> <p>Current text: "An informational book such as <i>Rules and Laws</i> by Ann-Maria Kishel may be used to introduce the topic while teachers use classroom problems that arise as opportunities for critical thinking and problem solving."</p> <p>Suggested change: add the following, "The picture book, <i>No Rules For Michael</i> (Sylvia A. Rouss), could be used to show how rules help us learn and work together."</p>		No
2087	3 (Gr. K)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 44, lines 82-87:</p> <p>Current text: "The teacher may choose to integrate this standard with Standards K.6.1 and K.6.2 and create a larger unit on national symbols, holidays, and important Americans. Literature, such as <i>America the Beautiful</i> (Katherine Lee Bates); <i>Fireworks, Picnics, and Flags</i> (Jim Griblin); and <i>Purple Mountain Majesties</i> (Barbara Younger), can both engage and develop student understanding of these standards."</p>		No

			Suggested change: “The teacher may choose to integrate this standard with Standards K.6.1 and K.6.2 and create a larger unit on national symbols, holidays, and important Americans. Literature, such as <i>America the Beautiful</i> (Katherine Lee Bates); <i>Fireworks, Picnics, and Flags</i> (Jim Griblin); <i>Naming Liberty</i> (Jane Yolen); and <i>Purple Mountain Majesties</i> (Barbara Younger), can both engage and develop student understanding of these standards.”		
2110	5 (Gr. 2)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 63, lines 71-74:</p> <p>Current text: “Historical fiction books such as <i>Watch the Stars Come Out</i>, by Riki Levinson, and <i>The Long Way to a New Land</i>, by Joan Sandin, allow students to draw comparisons between their families’ immigration stories and those of other people in other times.”</p> <p>Suggested change: “Historical fiction books such as <i>Watch the Stars Come Out</i>, by Riki Levinson, <i>Leaving for America</i>, by Roslyn Bresnick-Perry, and <i>The Long Way to a New Land</i>, by Joan Sandin, allow students to draw comparisons between their families’ immigration stories and those of other people in other times.”</p>		No
2112	5 (Gr. 2)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 66, lines 148-153:</p> <p>Current text: “Students learn about a variety of men, women and children whose contributions can be appreciated by young children and whose achievements have directly or indirectly touched the students’ lives or the lives of others. Included, for example, are scientists such as George Washington Carver, Marie Skłodowska Curie, Louis Pasteur, Charles Drew, and Thomas Edison; authors; musicians, artists and athletes, such as Jackie Robinson and Wilma Rudolph.”</p> <p>Suggested change: “Students learn about a variety of men, women and children whose contributions can be appreciated by young children and whose achievements have directly or indirectly touched the students’ lives or the lives of others. Included, for example, are scientists such as George Washington Carver, Marie Skłodowska Curie, Albert Einstein, Louis Pasteur, Jonas Salk, Charles Drew, and Thomas Edison; authors; musicians, artists and athletes, such as Jackie Robinson and Wilma Rudolph.”</p>	This edit conflicts with another submission.	Yes
2115	5 (Gr. 2)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 67, line 160 (first paragraph of classroom example):</p> <p>Current text: “In social studies, Mr. Torres’s class is learning about the importance of individual action and character and how heroes from long ago and the recent past have made a difference in others’ lives (e.g., Dolores</p>		Yes

			<p>Huerta, Abraham Lincoln, Harriet Tubman, Yuri Kochiyama, Martin Luther King, Jr.).”</p> <p>Suggested change: “In social studies, Mr. Torres’s class is learning about the importance of individual action and character and how heroes from long ago and the recent past have made a difference in others’ lives (e.g., Dolores Huerta, Abraham Lincoln, Harriet Tubman, Bella Abzug, Gloria Steinem, Betty Friedan, Yuri Kochiyama, Martin Luther King, Jr.).”</p>		
2203	7 (Gr. 4)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Pages 99-100, lines 363-367:</p> <p>Current text: “Students might also read historical fiction, such as <i>By the Great Horn Spoon</i> by Sid Fleischman which will provide an opportunity to incorporate the CCSS Reading Literature standards and allow students to contrast historical fiction with primary sources, secondary sources, and other informational texts.”</p> <p>Suggested change: “Students might also read historical fiction, such as <i>Legend of Freedom Hill</i> by Linda Jacobs Altman, and <i>By the Great Horn Spoon</i> by Sid Fleischman, which will provide an opportunity to incorporate the CCSS Reading Literature standards and allow students to contrast historical fiction with primary sources, secondary sources, and other informational texts.”</p>		Yes
2206	7 (Gr. 4)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 105, lines 417-420:</p> <p>Current text: “For example, students might consider, whether gold from California helped the Union win the war, how individual Californians supported the war effort, and the role of the California Brigade in the Battle of Gettysburg.”</p> <p>Suggested change: add the following, “Students might also read historical fiction, such as <i>Legend of Freedom Hill</i> by Linda Jacobs Altman, which illustrates the situation of escaped slaves in California during the Gold Rush.”</p>	Note that this comment suggests the same resource as the one above.	Yes
2208	7 (Gr. 4)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 106, lines 446-447:</p> <p>Current text: “They also brought thousands of new settlers to California, including the Wakamatsu Tea and Silk Colony from Japan.”</p> <p>Suggested change: add the following: “Students should also learn about the economic opportunities created by those who supplied the new immigrants</p>		Yes, to resolve ambiguity, replace the sentences addressed in comment with these two: “These new transportation networks brought

			with food, clothing, housing, banking, mail, and transportation. Students can read about such early merchants as Levi Strauss, bankers Henry Wells and William Fargo, and railroad tycoons Hopkins and Huntington (both who started as gold rush hardware merchants), Crocker, and Stanford.”		thousands of new settlers to California. Students can learn about the economic opportunities created by those who supplied the new immigrants with food, clothing, housing, banking, mail, and transportation. They might read about early merchants like Levi Strauss, bankers Henry Wells and William Fargo, and “the big four” railroad tycoons, Collis P. Huntington, Leland Stanford, Charles Crocker, and Mark Hopkins.”
2304	8 (Gr. 5)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 150, lines 577-580:</p> <p>Current text: “To gain a fuller understanding of the era and how the war was experienced on the ground, students can examine the contributions of Abigail Adams, Deborah Sampson, Mercy Otis Warren, Nathan Hale, Phillis Wheatley, Mary Ludlow, and Benedict Arnold.”</p> <p>Suggested change: “To gain a fuller understanding of the era and how the war was experienced on the ground, students can examine the contributions of Abigail Adams, Deborah Sampson, Mercy Otis Warren, Nathan Hale, Haym Salomon, Phillis Wheatley, Mary Ludlow, and Benedict Arnold.”</p>		Yes
2331	10 (Gr. 6)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 175, lines 14-17:</p> <p>Current text: “Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the foraging way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, Mesoamerica, and the Mediterranean basin.”</p>		Yes

			Suggested change: “Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the foraging way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, ancient Israel, the Indus River valley, China, Mesoamerica, and the Mediterranean basin.”		
2415	10 (Gr. 6)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Pages 201-202, lines 582-584:</p> <p>Current text: “Originally a semi-nomadic pastoral people living on the Mesopotamian periphery, by the eleventh century BCE they organized the kingdom of Israel.”</p> <p>Suggested change: “Originally a semi-nomadic pastoral people originating in Mesopotamia, by the eleventh century BCE they organized the Kingdom of Israel in the area of modern-day Israel.”</p>		No
2416	10 (Gr. 6)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 202, lines 584-585:</p> <p>Current text: “Founding a capital in the city of Jerusalem, they terraced the hillsides in their land and built up an agricultural economy.”</p> <p>Suggested change: “Founding a capital in the city of Jerusalem, they erected a Temple which centralized their religion, terraced the hillsides in their land and built up an agricultural economy.”</p>		Yes
2418	10 (Gr. 6)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Pages 202-203, lines 606-608:</p> <p>Current text: “The Exodus from Egypt was an event of great significance to Jewish law and belief, especially the concept of a special relationship or covenant between the Israelites and God.”</p> <p>Suggested change: “The Exodus from Egypt and the journey from slavery to freedom was an event of great significance to Jewish law and belief and has resonated deeply with other enslaved peoples.”</p>		No
2419	10 (Gr. 6)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 202, lines 609-611:</p> <p>Current text: “After the Exodus, Saul, David, and Solomon—three successive kings who probably lived in the eleventh and tenth centuries BCE—united the land of Israel into a state.”</p>		No

			Suggested change: “After the Exodus, Saul, David, and Solomon—three successive kings who lived around the eleventh and tenth centuries BCE—united the land of Israel into a state.”		
2420	10 (Gr. 6)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 203, lines 611-613:</p> <p>Current text: “However, after Solomon’s reign, the unified kingdom split into two: Israel in the north and Judah (from which we get the words Judaism and Jews) in the south.:</p> <p>Suggested change: “King David enlarged the Kingdom of Israel, established the capital in Jerusalem, was a poet and musician, and is believed to have written many of the Psalms in the Hebrew Bible. King Solomon extended the Kingdom of Israel through many alliances. He is best known for his wisdom and aesthetic sensibilities in designing and building the First Temple and other structures in Jerusalem. The books of Proverbs, Ecclesiastes, and the Song of Songs in the Hebrew Bible are attributed to Solomon. After Solomon’s reign, the unified kingdom split into two: Israel in the north and Judah (from which the words Judaism and Jews are derived) in the south.”</p>		Yes, but: Keep first and second recommended sentences, and this sentence: “He is best known for his wisdom, building the First Temple, and writing parts of the Hebrew Bible.”
2421	10 (Gr. 6)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 203, lines 621-628:</p> <p>Current text: “In 70 CE, the Roman army destroyed the Jews’ temple in Jerusalem. As Jews lost their states and spread out into many other lands, their religious practice and community life had to adapt. During the Babylonian period, exiled Jews wrote down the sacred texts that had previously been orally transmitted. When the temple was destroyed, those texts were carried to new communities and preserved and studied by religious teachers or sages, such as Yohanan ben Zaccai in the first century CE, and passed on to younger generations.”</p> <p>Suggested change: “In 70 CE, the Roman army destroyed the Jews’ Temple in Jerusalem. As Jews lost their states and spread out into many other lands, their religious practice and community life had to adapt. During the Babylonian period, exiled Jews wrote down, and later codified, the sacred texts that had previously been orally transmitted. When the Second Temple was destroyed, those texts were carried to new communities and preserved and studied by religious teachers or sages, such as Yohanan ben Zakkai in the first century CE. Ben Zakkai played an important role in the development of Rabbinic Judaism, fostering the fledgling (now mainstream) post-Temple form of Judaism, ensuring that Jewish tradition would be passed on to younger generations.”</p>	This edit conflicts with another submission.	No

2424	10 (Gr. 6)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 203, lines 628-629:</p> <p>Current text: "Many Jews left Canaan, dispersing to lands throughout the Middle East, North Africa, and Europe."</p> <p>Suggested change: ". Many Jews left Judea, dispersing to lands throughout the Middle East, North Africa, and Europe."</p>	The same edit was submitted by Sandra Alfonsi.	Yes
2621	11 (Gr. 7)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 246, lines 281-283:</p> <p>Current text: "The church communities welcomed new converts without consideration of their political or social standing, including the urban poor and women."</p> <p>Suggested change: "The church communities welcomed new converts from a range of political and social standings, including the urban poor and women."</p>		No
2623	11 (Gr. 7)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Pages 246-247, lines 289-293:</p> <p>Current text: "However, after some Jews rebelled against Roman rule, the Romans exiled many Jews from Palestine, which led to the diaspora, or spreading out, of Jewish communities across Afroeurasia. Christians also got into trouble with Roman authorities because Christians refused to attend the official sacrifices to the Roman gods."</p> <p>Suggested change: "However, after some Jews rebelled against Roman rule, the Romans exiled many Jews from Judea, which led to a diaspora, or spreading out, of Jewish communities across Afroeurasia. After Judea revolted in 135 CE, the Romans re-named the area to minimize the Jewish connection to the land. Christians also got into trouble with Roman authorities because Christians refused to attend the official sacrifices to the Roman gods."</p>	This edit conflicts with another submission.	No
2721	11 (Gr. 7)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Pages 263-264, lines 667-670:</p> <p>Current text: "Muslim merchants eventually traded from China to the Mediterranean, and Jewish merchants also traded freely in the Muslim world. They established communities across Afroeurasia that were connected by family ties and trade connections."</p> <p>Suggested change: add the following, "The medieval primary source the</p>		No

			<i>Travels of Benjamin Tudela</i> (c.1173) illustrates the role and experiences of Jewish merchants in the Muslim world during the medieval era and various cultural exchanges in the 'sites of encounters' in Baghdad, Egypt, and Spain."		
2798	11 (Gr. 7)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 292, lines 1256-1258:</p> <p>Current text: "However, increasing intolerance of the Iberian Christian kingdoms to Jews and Muslims ended that multicultural society by 1500."</p> <p>Suggested change: add the following, "Prior to the Christian re-conquest of Spain, Jews and Muslims were integral to the cultural, political, and economic life of a rich and diverse Spanish culture. In the late 14th century, Jews in Spain faced persecution, pogroms, forced conversions, and massacres. The Spanish Inquisition specifically persecuted converted Jews and Muslims, and the extremity of its methods invoked terror. About 250,000 Jews, roughly a quarter of the Spanish population, was forced to convert to Catholicism or flee Spain in 1492; Muslim converts were expelled in 1609."</p>		Yes but, use this portion: "Jews, a large portion of the Spanish population, were forced to convert to Catholicism or flee Spain in 1492; Muslim converts were expelled in 1609."
2800	11 (Gr. 7)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 292, lines 1264-1268:</p> <p>Current text: "The teacher concludes by pointing out that England, France, and other states also expelled Jews in this period. Tired of the persecution, many European Jews migrated to Poland, where the government gave them security and rights, Russia, and elsewhere in Eastern Europe."</p> <p>Suggested change: "The teacher concludes by pointing out that England, France, and other states also persecuted and expelled Jews in this period. Fleeing persecution, many European Jews migrated to Poland, where the government gave them security and rights, to Russia, and elsewhere in Eastern Europe."</p>		Yes
2966	12 (Gr. 8)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 365, lines 976-970:</p> <p>Current text: "Literature can deepen students' understanding of the life of this period, including the immigrant experience portrayed in Willa Cather's <i>My Antonia</i> and O. E. Rolvaag's <i>Giants in the Earth</i>; life in the slums portrayed in Jacob Riis's books; the poems, journals, and journalism of Walt Whitman; and Mark Twain's <i>Huckleberry Finn</i>, unsurpassed as a sardonic commentary on the times."</p>		Yes

			Suggested change: "Literature can deepen students' understanding of the life of this period, including the immigrant experience in the Great Plains portrayed in Willa Cather's <i>My Antonia</i> and O. E. Rolvaag's <i>Giants in the Earth</i> ; life in the tenements of New York City as portrayed in Anzia Yezierska's <i>Bread Givers</i> , and life in the slums portrayed in Jacob Riis's books; the poems, journals, and journalism of Walt Whitman; and Mark Twain's <i>Huckleberry Finn</i> , unsurpassed as a sardonic commentary on the times."		
2978	14 (Gr. 9)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 382, lines 31-33:</p> <p>Current text: "Important regions include North America, Middle and South America, Europe, Russia and Central Asia, East Asia, South and Southeast Asia, North Africa, sub-Saharan Africa, and Oceania."</p> <p>Suggested change: "Important regions include North America, Middle and South America, Europe, Russia and Central Asia, East Asia, South and Southeast Asia, Southwest Asia, North Africa, sub-Saharan Africa, and Oceania."</p>		Yes
2992	14 (Gr. 9)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 405, lines 455-458:</p> <p>Current text: "Classical texts such as The Odyssey, the Bhagavad Gita, the Aeneid by Vergil, Antigone by Sophocles, the Analects by Confucius, the Sri Guru Granth Sahib, Ramayana, Upanishads, Greek myths, and the Bible are all good starting points."</p> <p>Suggested change: "Classical texts such as The Odyssey, the Bhagavad Gita, the Aeneid by Vergil, Antigone by Sophocles, the Analects by Confucius, the Sri Guru Granth Sahib, Ramayana, Upanishads, Greek myths, the Torah and Hebrew Bible, and the Christian Bible are all good starting points."</p>	This edit conflicts with another submission.	Yes
3073	15 (Gr. 10)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 449, lines 563-569:</p> <p>Current text: "Imperial encounters strengthened European nationalism at home as colonizers defined themselves in response to colonial "others." Events like the Dreyfus Affair in France highlight the rigidity of national identity, a symbol of injustice, the tension between the rights of the individual versus the greater needs of the state, the rise of anti-Semitism in Europe, and the birth of a Zionist movement as an alternative form of national identity."</p>		Yes but only to some of it. Use this text: "Imperial encounters strengthened European nationalism at home as colonizers defined themselves in response to colonial "others." In addition, internal tensions

			<p>Suggested change: “Imperial encounters strengthened European nationalism at home as colonizers defined themselves in response to colonial “others.” In addition, there can also be internal tensions between dominant and dominated groups within a state or empire For example, European Jews had felt that Enlightenment ideals of equality and citizenship applied to them, although they were a minority in the countries in which they lived. However, 11 anti-Semitic events like the Dreyfus Affair in showed the Jews there that they were not considered French and were viewed as outsiders. This realization led to development of Zionism, an expression of Jewish nationalism, namely the belief in the right to self-determination for the Jewish people. This emerged in the context of a wave of nationalist movements sweeping Europe in the 19th century. The Holocaust further clarified the Jewish need for sovereignty; and galvanized international support for Jewish self-determination. This example illustrates the complexity of the relationships between dominant and dominated groups, and ethnic and national identities.”</p>		<p>sometimes erupted between dominant and dominated groups within a state or empire. For example, European Jews had felt that Enlightenment ideals of equality and citizenship applied to them, although they were a minority in the countries in which they lived. Antisemitic events like the Dreyfus Affair in France made Jews feel that they were not considered French and were viewed as outsiders. This realization led to development of Zionism, an expression of Jewish nationalism, namely the belief in the right to self-determination for the Jewish people. The Affair also pointed to the tension between the rights of the individual versus the greater needs of the state</p>
3084	15 (Gr. 10)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 459, lines 692-697:</p> <p>Current text: “The political and social map of the Middle East continued to be redrawn through Britain’s Balfour Declaration of 1917, which granted Jews involved in the Zionist movement a homeland in Palestine. Students should learn about the significance of postwar agreements in setting the world map and basis for future conflicts by addressing the question: How was the</p>	This edit conflicts with another submission.	No

			<p>Balfour Declaration implemented?”</p> <p>Suggested change: “The political and social map of the Middle East continued to be redrawn through European involvement in the region following WWI. The Balfour Declaration of 1917 stated Britain’s support for a Jewish homeland. In addition, the British promised self-rule for Arabs to Sharif Hussein of Mecca, who believed that all of the region would be included in his state. Students should learn about the significance of postwar agreements in setting the world map and basis for future conflicts by addressing the question: What postwar agreements impacted the map of the Middle East? The following relevant primary sources should be examined: Sykes-Picot Agreement (1916), Faisal-Weizmann Agreement (1919), Covenant of the League of Nations: Article 22 (1919), and the San Remo Resolution (1920), as well as the “Letter from British High Commissioner Sir Henry McMahon to Sharif Hussein of Mecca” (1915) and the “Balfour Declaration” (1917).”</p>		
3094	15 (Gr. 10)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 463, lines 775-777:</p> <p>Current text: “Stalin’s political consolidation led to the imprisonment and death of many, including wealthy peasants, non-Russians, and members of the Communist Party suspected of disloyalty.”</p> <p>Suggested change: “Stalin’s political consolidation led to the imprisonment and death of many, including wealthy peasants, non-Russians, Jews, and members of the Communist Party suspected of disloyalty.</p>		Yes
3096	15 (Gr. 10)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 465, lines 813-818:</p> <p>Current text: “Once they had a foothold in government, the Nazis consolidated their power by limiting dissent and imprisoning opponents, restricting the rights of Jews and other “non-Aryans,” and rearming the German military. Students can learn about the rise of the Nazis by addressing the question: How did Nazis come to power? Why did ordinary people support them?”</p> <p>Suggested change: “Once they had a foothold in government, the Nazis consolidated their power by limiting dissent and imprisoning opponents, restricting the rights of Jews and other “non-Aryans,” and rearming the German military. How did Nazis come to power? Why did ordinary people support them? Longstanding prejudice against Jews and poor economic conditions after defeat in WWI created an atmosphere in which</p>		No

			many Germans were receptive to Hitler's messages falsely blaming Jews for all of Germany's problems."		
3140	15 (Gr. 10)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 470, lines 928-933:</p> <p>Current text: "These policies drew upon racial and eugenicist ideologies. Jehovah's Witnesses, Poles, Gypsies, homosexuals, and political activists faced harassment, imprisonment, and death. Jews were the particular targets of Nazi violence. Germans and their allies ultimately killed some six million Jews and others through starvation, forced labor, and by shooting and gassing victims."</p> <p>Suggested change: "These policies drew upon racial and eugenicist ideologies. Jehovah's Witnesses, Poles, Gypsies, homosexuals, and political activists faced harassment, imprisonment, and death. Jews were the particular targets of Nazi violence. Nazi policies and actions evolved over time. From 1933-1939, the Nazis used tactics of dehumanization, state-sponsored racism, stripping of rights (e.g., the Nuremberg Laws), escalation of persecution (e.g., Kristallnacht), and the establishment of concentration camps and ghettos. From 1939-1941, they removed Jews from society on German-occupied areas through ghettoization and deportation to concentration camps. From 1941-1945, the Nazis shifted to genocide, euphemistically called the "Final Solution". Germans and their allies ultimately murdered six million Jews and millions of others through starvation, forced labor, and by shooting and gassing victims."</p>		Yes but - only some of it. After the sentenced that ends with "Nazi violence." Add this sentence then insert the last one ("Germans and their allies.") "Nazi policies and actions evolved over time through initial stripping of rights through the passage of the Nuremberg Laws, an escalation of persecution through events like Kristallnacht, from the establishment of concentration camps, and then genocide."
3143	15 (Gr. 10)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 470, lines 936-938:</p> <p>Current text: "Utilizing memoirs, such as Elie Weisel's Night, teachers can provide students with a deeply personal understanding of the Holocaust, as can the use of carefully selected primary source materials."</p> <p>Suggested change: "Utilizing memoirs, such as Elie Wiesel's Night, teachers can provide students with a deeply personal understanding of the Holocaust, as can the use of carefully selected primary source materials."</p>	Recommend making minor spelling correction.	Yes
3145	15 (Gr. 10)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 470, lines 942-943:</p> <p>Current text: "Students may also examine instances of resistance to the Holocaust by Jews and others."</p> <p>Suggested change: add sentence, "For example, the Jewish partisans were teenagers who fought back against the Nazis."</p>		No

3146	15 (Gr. 10)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Pages 470-471, lines 943-953:</p> <p>Current text: "While on the one hand it is incredibly challenging to teach the enormity and severity of the Jewish experience during the war, teachers also often face challenges when trying to explain to students how "the final solution" could be carried out by Germans. It took thousands of ordinary Germans to operate the machinery of death; the German military, infrastructure, and even economy was mobilized to kill people. While students may want to dismiss and apply moral judgements to all Germans who participated in the extermination, it is important for teachers to get beyond that moral reaction and to emphasize how in wartime, ordinary people do terrible things and they should trace how the German machinery of death grew as large as it did, and why Germans were complicit in it."</p> <p>Suggested change: "It is incredibly challenging to teach the enormity and severity of the Jewish experience during the war. Teachers also often face challenges when trying to explain to students how "the Final Solution" could be carried out by Germans. It took thousands of ordinary Germans to operate the machinery of death; the German military, infrastructure, and even economy were mobilized to kill people. Lessons on the subject should create a safe and structured way for students to share a range of reactions and a forum for discussing complicity and moral responsibility. Students may ponder what moral lessons they have learned about the dangers of prejudice, discrimination, racism, and blind obedience to authority."</p>	This edit conflicts with another submission.	No
3151	15 (Gr. 10)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 471, lines 953-954:</p> <p>Current text: "Primary sources from the Nuremberg Trials and wartime statistics can help students learn about the scale of the Holocaust."</p> <p>Suggested change: add sentence, "The 6 million Jews murdered by the Nazis during the Holocaust comprised two-thirds of European Jewry, or one-third of the world population of Jews."</p>		No
3164	15 (Gr. 10)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 477, line 1077, Classroom Example "Why and How was the Cold War Fought?"</p> <p>Current text: "Students then analyze Nasser's 1956 speech as primary source evidence for their participation in a mock Suez Canal Conference, where groups represent one of the following countries in an international</p>	The group recommended the deletion of this classroom example, but	No

			<p>diplomatic conference: the US, the USSR, Egypt, Great Britain, France, and Indonesia.”</p> <p>Suggested change: “Students then analyze Nasser’s 1956 speech as primary source evidence for their participation in a mock Suez Canal Conference, where groups represent one of the following countries in an international diplomatic conference: the US, the USSR, Egypt, Great Britain, France, Israel, and Indonesia.”</p>	<p>if it is kept it recommends adding “Israel” to the sentence indicated. The group also submitted a second, lengthier comment criticizing the classroom example in more detail.</p>	
3168	15 (Gr. 10)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 479, lines 1086-1095:</p> <p>Current text: “The legacy of the Holocaust greatly influenced world opinion favoring the idea of a Jewish state. In 1947, the United Nations passed a partition plan that would have divided Palestine into separate Jewish and Arab states. When the British Mandate of Palestine expired in 1948, David Ben-Gurion established the Jewish state of Israel. Students should return back to the Balfour Declaration and recall the competing interests in the creation of Israel. In response to an independent Israel, the Arab states surrounding Israel launched an invasion of the newly-declared nation. Students should use this post-colonial and Cold War background as part of the context that frames the ongoing struggles in the Middle East.”</p> <p>Suggested change: “The legacy of the Holocaust greatly influenced world opinion favoring the idea of a Jewish state. In 1947, the United Nations General Assembly voted to pass a partition plan to divide the British Mandate for Palestine into separate Jewish and Arab states. When the British Mandate ended in 1948 Britain withdrew and David Ben-Gurion declared the establishment of the Jewish State of Israel on behalf of the Jewish community and became Israel’s first prime minister. Students should return back to the post WWI agreements and the Balfour Declaration and recall the competing interests in the creation of Israel and nationalism in the region. In response to an independent Israel, five Arab states surrounding</p>	<p>This edit conflicts with another submission.</p>	No

			Israel launched an invasion of the newly-declared state. Students should use this post-colonial and Cold War background as part of the context that frames the ongoing struggles in the Middle East.”		
3254	16 (Gr. 11)	Lisa Karp Wurtele, Institute for Curriculum Services	<p>Page 511, lines 183-188:</p> <p>Current text: “A distinct wave of southern and eastern European immigration between the 1890s and 1910s (distinct from an earlier mid-19th century wave of immigration that resulted from European developments like the Irish Potato Famine) brought tens of millions of darker-skinned, non-English-speaking, non-Protestant migrants to American cities.”</p> <p>Suggested change: “A distinct wave of southern and eastern European immigration between the 1890s and 1910s (distinct from an earlier mid-19th century wave of immigration that resulted from European developments like the Irish Potato Famine) brought tens of millions of darker-skinned, non-English-speaking, non-Protestant migrants, mostly Jewish and Catholic, to American cities.”</p>		No